

The Alabama Department of Early Childhood Education

New Grantee Training



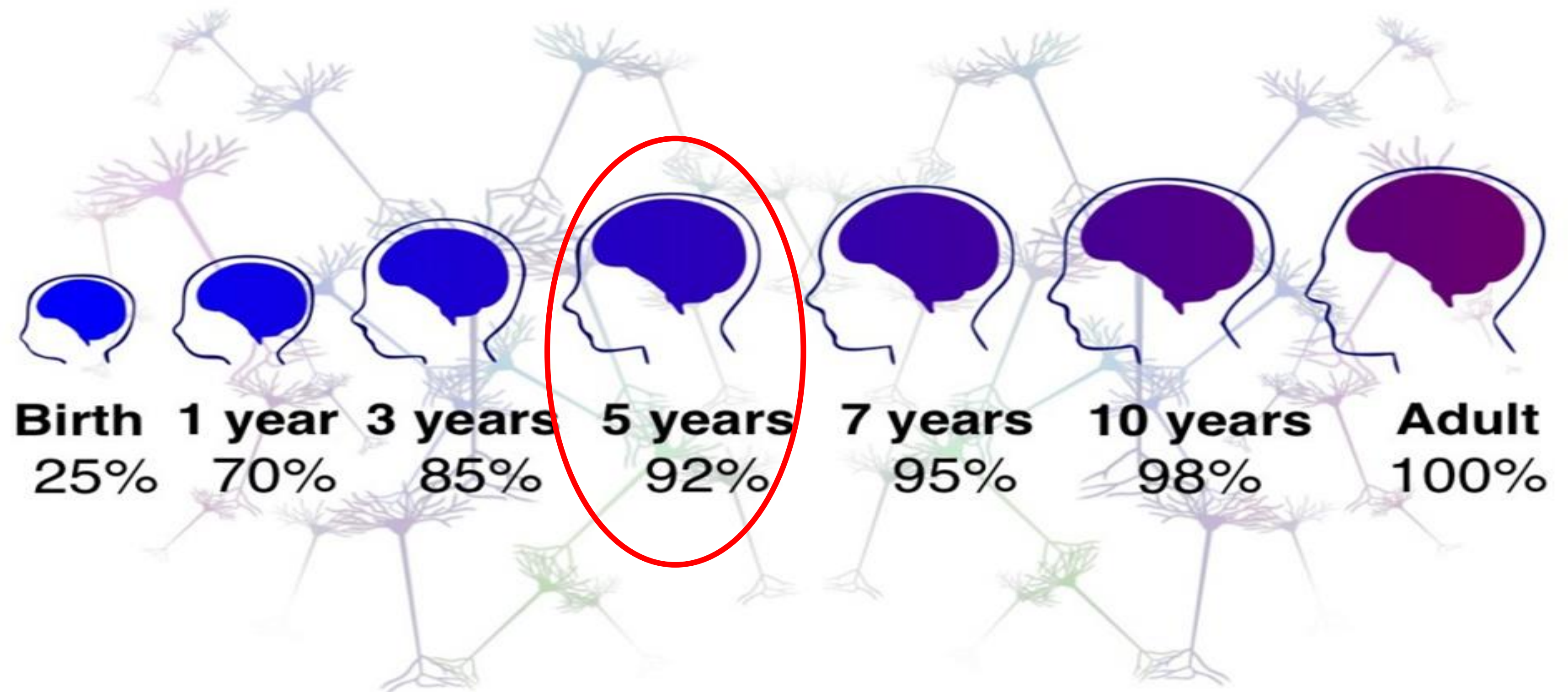
ALABAMA DEPARTMENT OF
Early Childhood
Education

Early Years of Life Matter

Nobel Prize winner Professor James Heckman's work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that **early childhood development** directly influences economic, health and social outcomes for individuals and society.



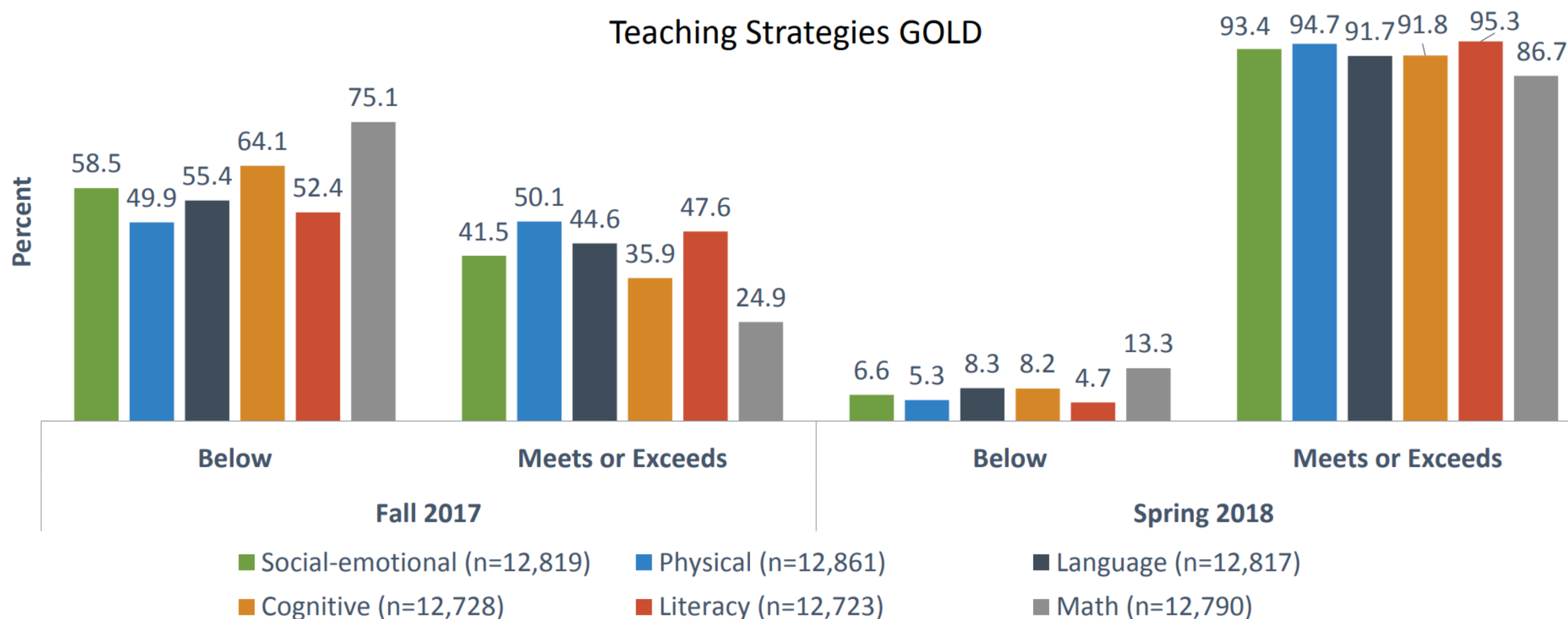
Alabama Department of Early Childhood Education



Patricia Kuhl, Ph.D. Co-Director, Institute for Learning & Brain Sciences and Director, NSF Science of Learning Center, University of Washington, Seattle

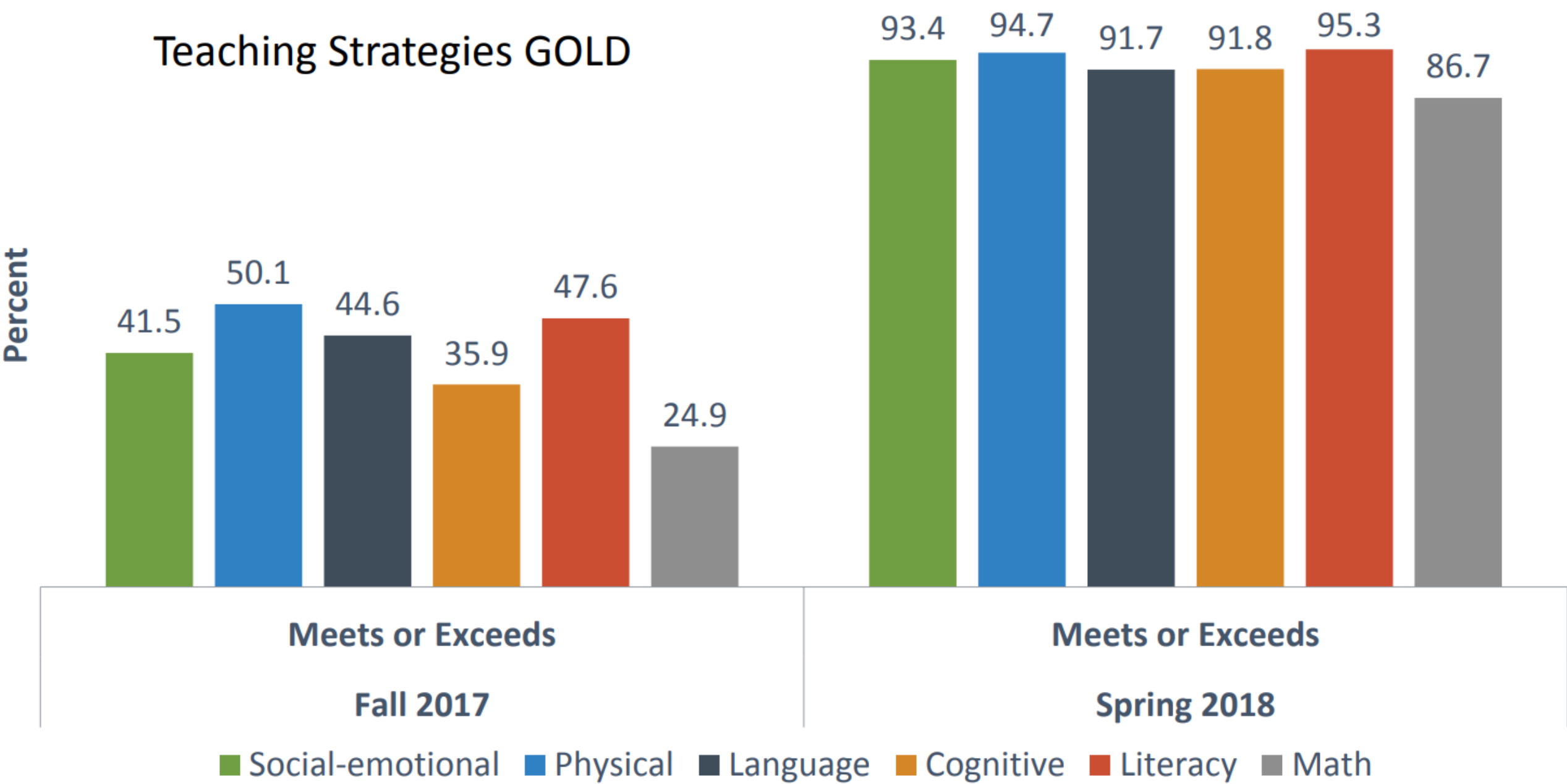
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Though half or more of children arrived in First Class Pre-K below developmental expectations, nearly all were meeting or exceeding by the end of the year.



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The largest gains in percent meeting or exceeding by the end of the First Class Pre-K year were for math, cognitive, and social-emotional skills.



Skill	Percentage Point Gains
Social-emotional	51.9
Physical	44.6
Language	47.1
Cognitive	55.9
Literacy	47.7
Math	61.8

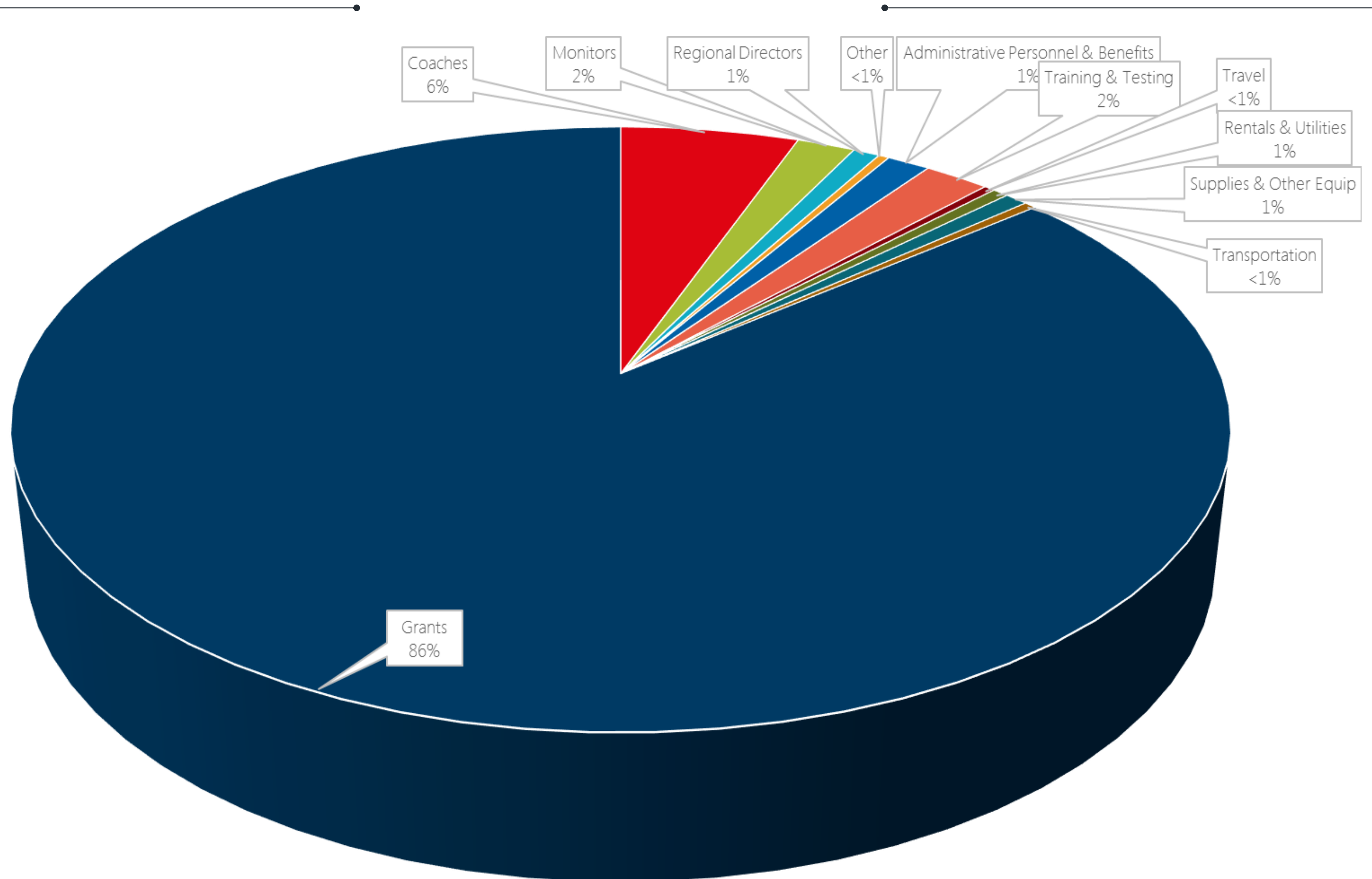
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Budget Year	State Appropriations	Number of Classrooms	Number of Students	Number of Eligible Children	Percent Access
2005-2006	\$4,326,050	57	1,026	60,002	1.7%
2006-2007	\$5,369,898	59	2,062	60,565	1.8%
2007-2008	\$10,000,000	128	2,304	62,354	3.7%
2008-2009	\$15,490,831	185	3,330	59,803	5.5%
2009-2010	\$18,376,806	215	3,870	61,093	6%
2010-2011	\$18,376,806	217	3,906	62,104	6%
2011-2012	\$19,087,050	217	3,906	62,104	6%
2012-2013	\$19,087,050	217	3,906	59,987	6.5%
2013-2014	\$28,624,146	311	5,598	60,665	9%
2014-2015	\$38,462,050	419	7,698	59,216	13%
2015-2016	\$48,462,050	652	11,736	58,740	20%
2016-2017	\$64,462,050	811	14,934	59,736	25%
2017-2018	\$77,462,050	941	15,996	57,128	28%
2018-2019	\$95,962,050	1,045	18,756	58,317	32%
2019-2020	\$122,798,645	1,202	21,636	58,520	~40%

Investment in Expanding Access

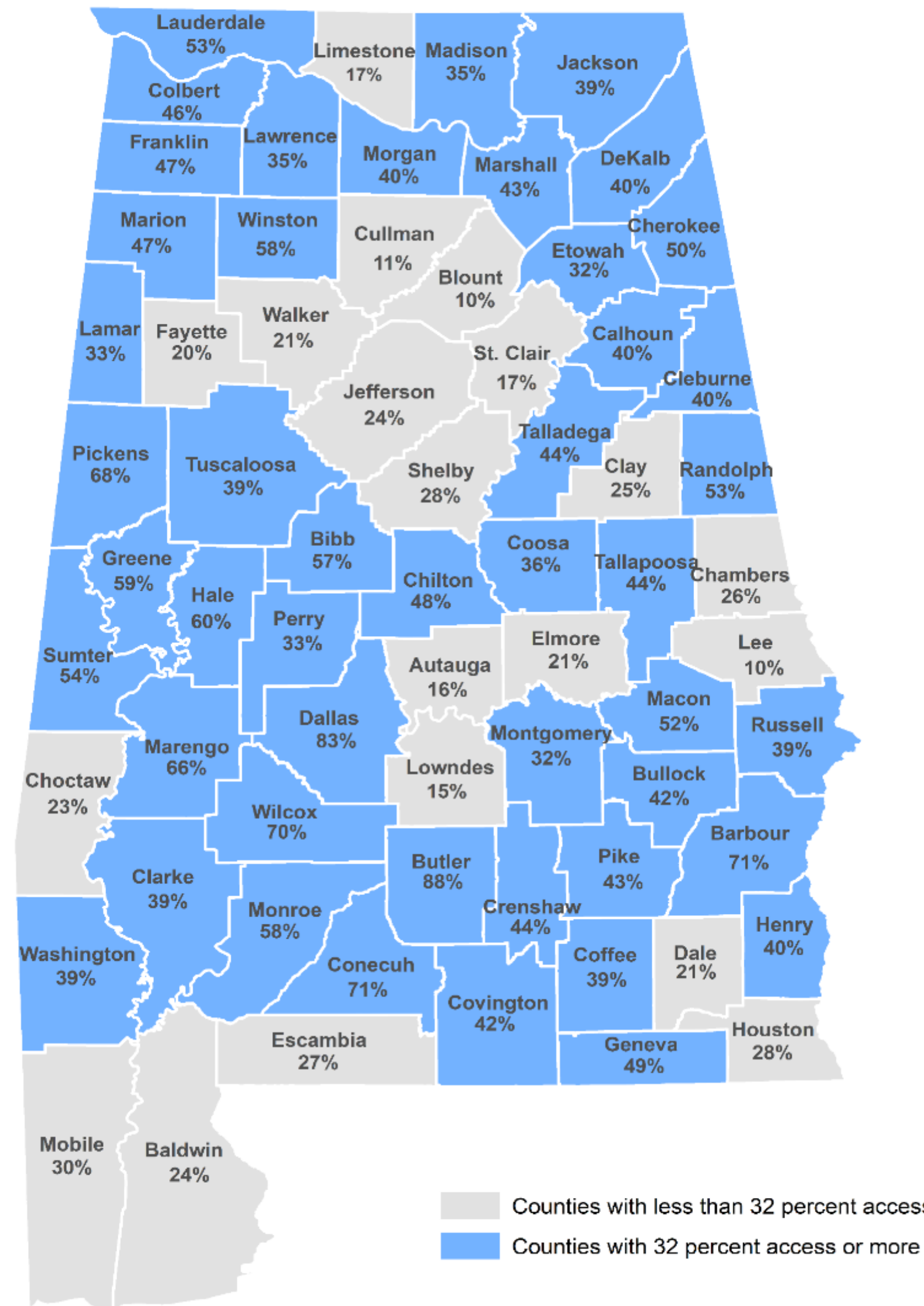
In May 2019, the Alabama Legislature approved Governor Ivey's recommended budget increase for the Alabama Department of Early Childhood Education, which includes the largest ever single-year expansion of First Class Pre-K.

Alabama Department of Early Childhood Education



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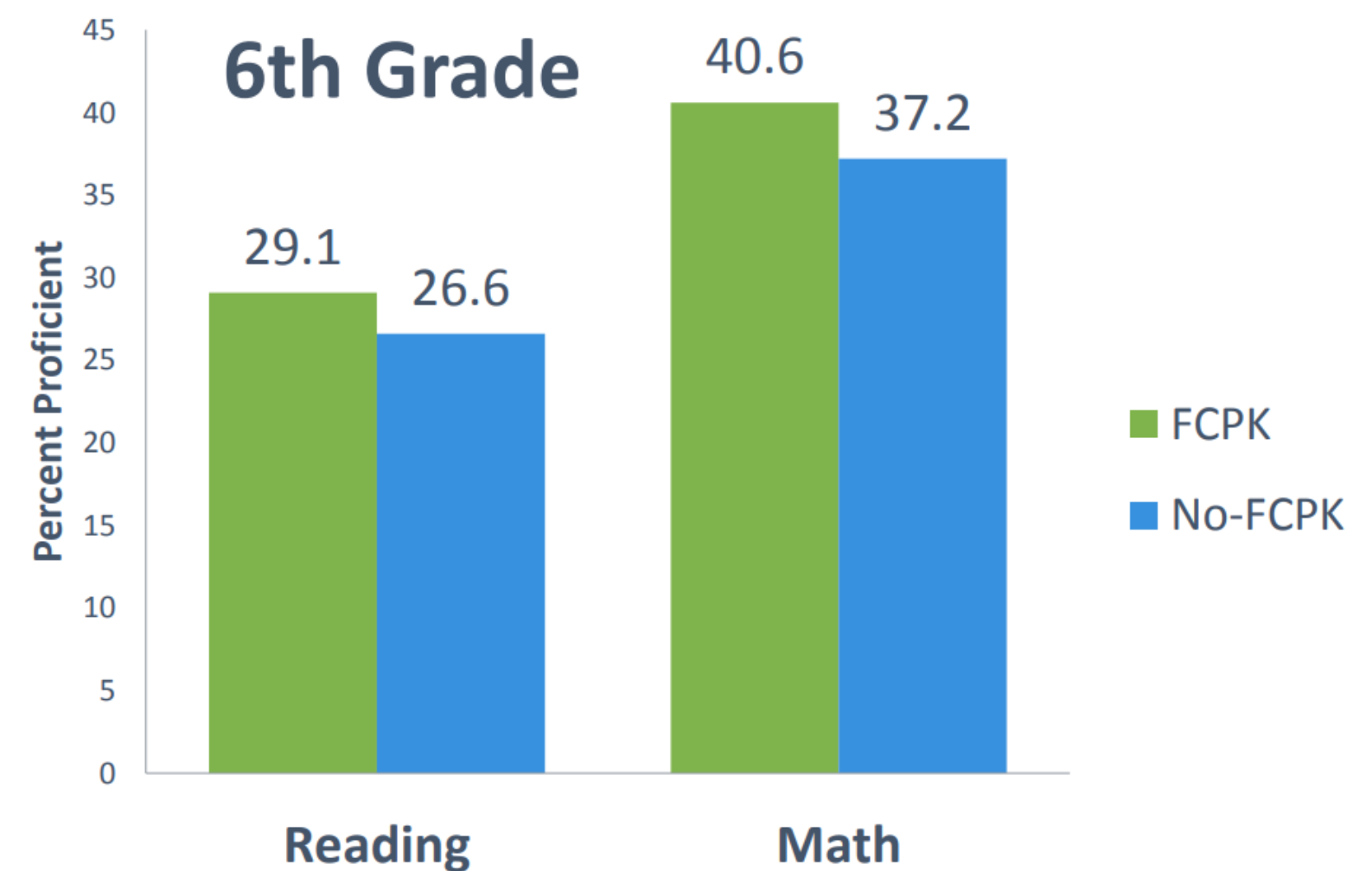
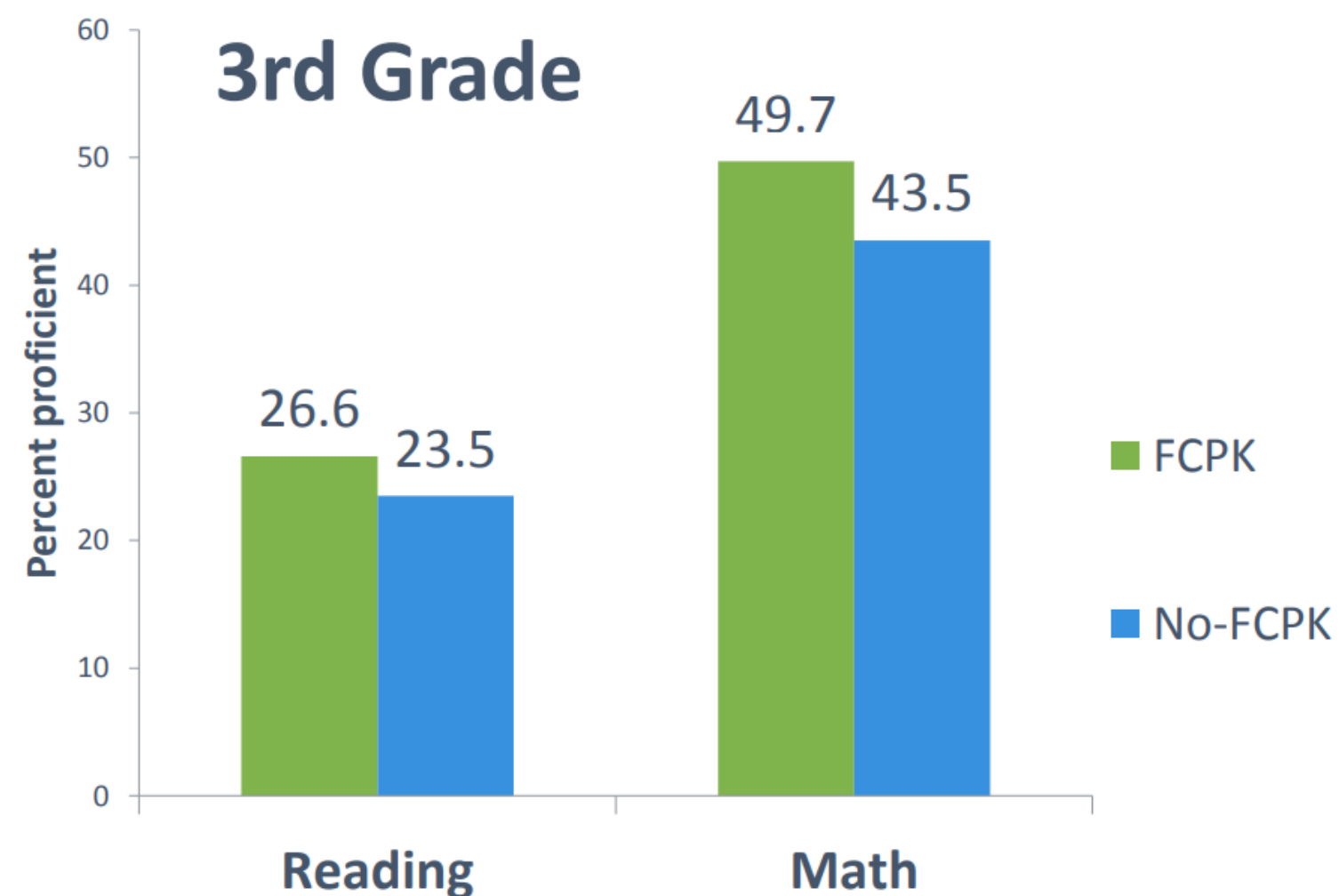
Percentage of four-year-olds enrolled in First Class Pre-K



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Impact for Low-Income Students: Reading & Math Proficiency at 3rd and 6th Grades

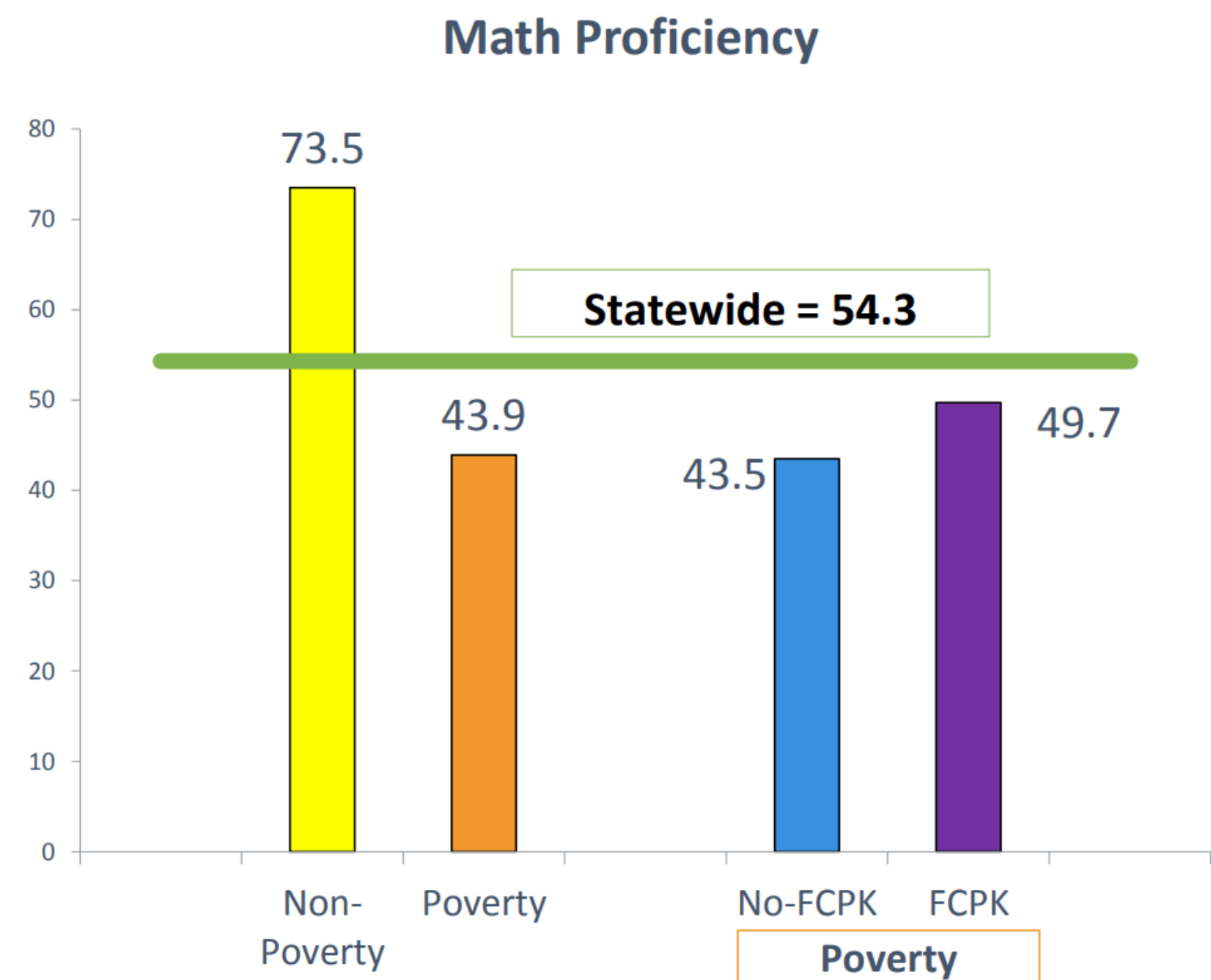
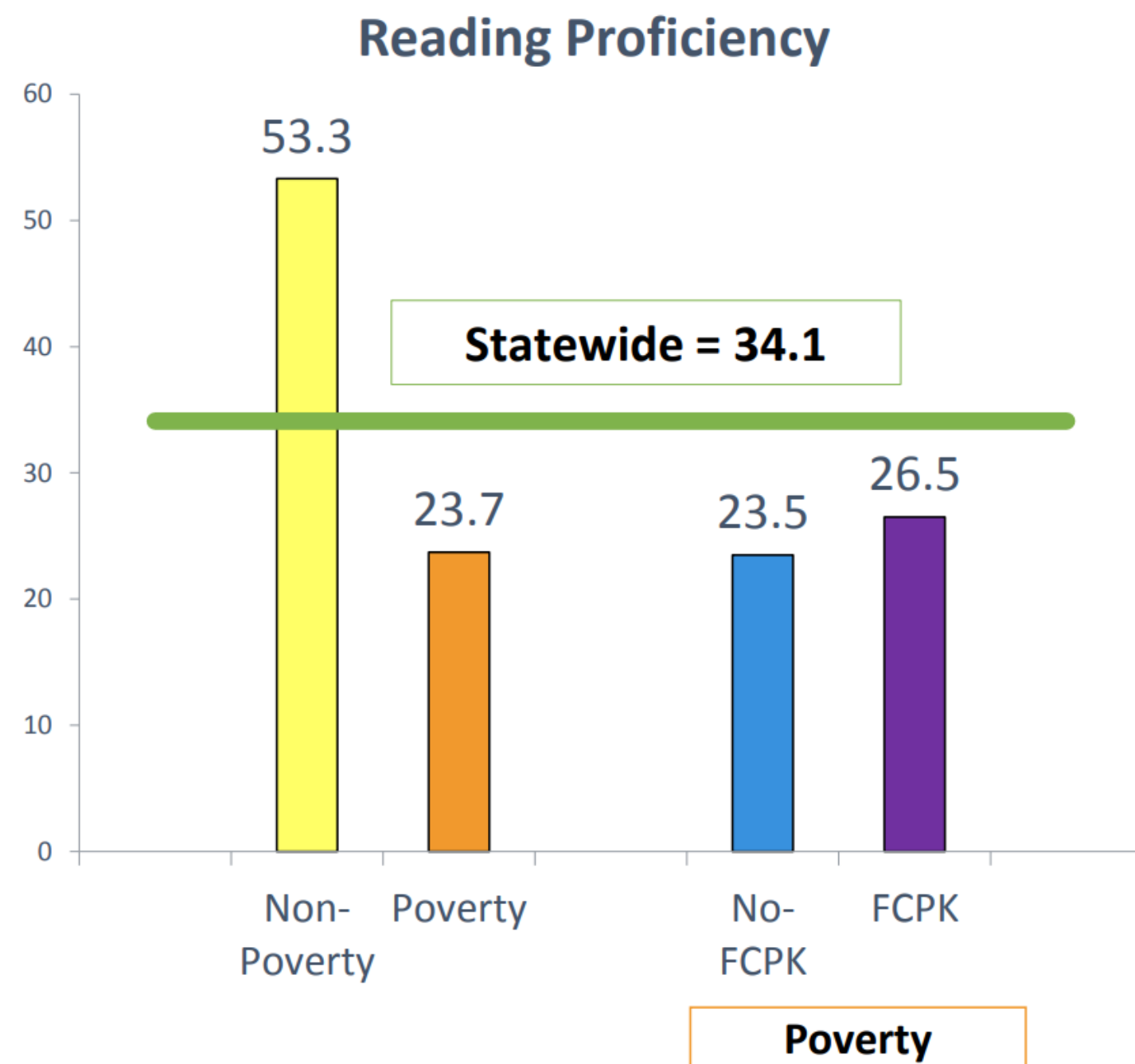
Statewide analysis among Alabama's most vulnerable 3rd and 6th grade children shows that children who received First Class Pre-K were more likely to be proficient in reading and math compared with children who did not receive First Class Pre-K.



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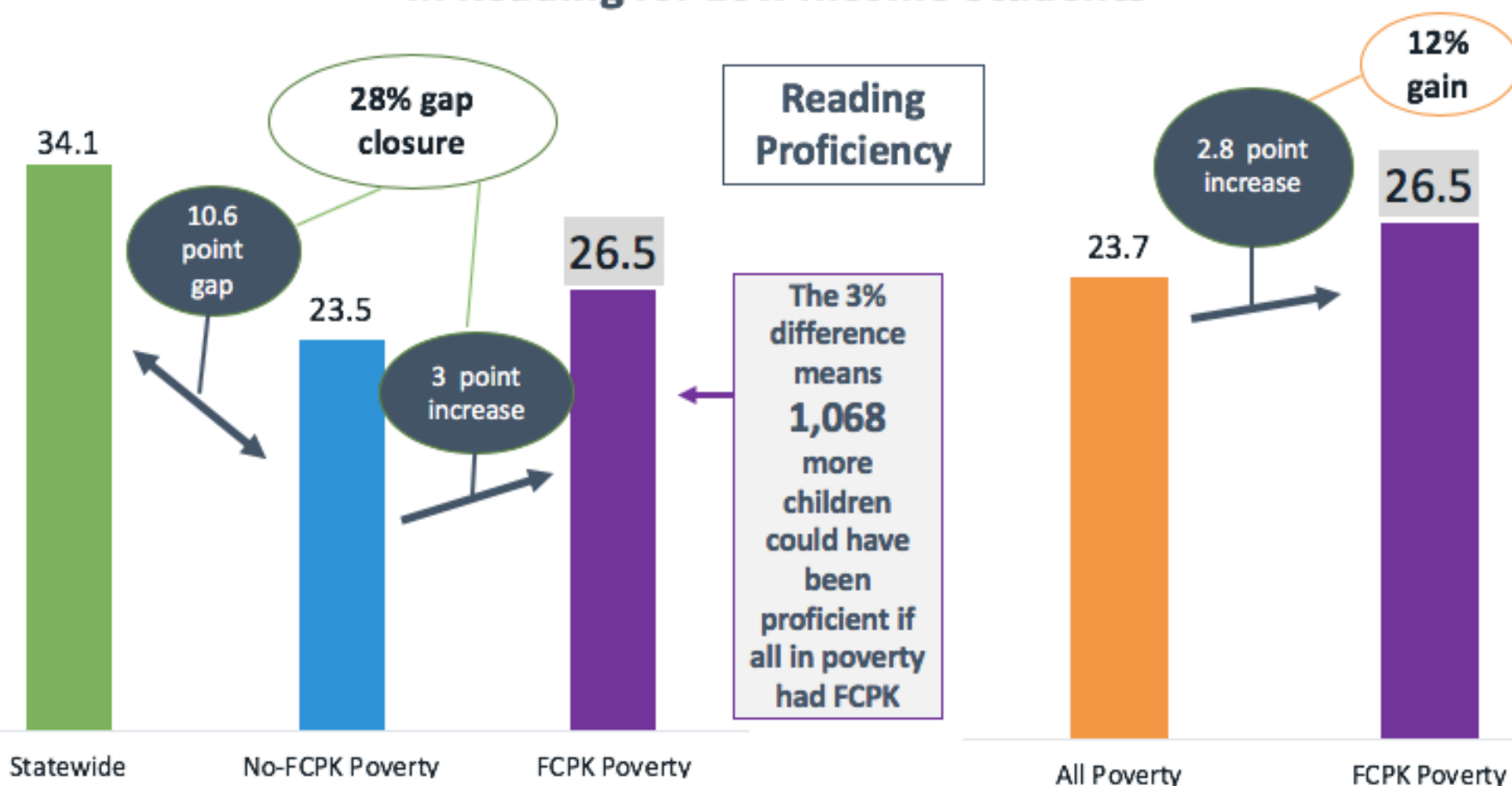
3rd Grade Achievement Gap Based on Income

In both Reading and Math, we observe a **29.6 percentage point gap** in proficiency between poverty and non-poverty students. First Class Pre-K closes that gap for children in poverty.



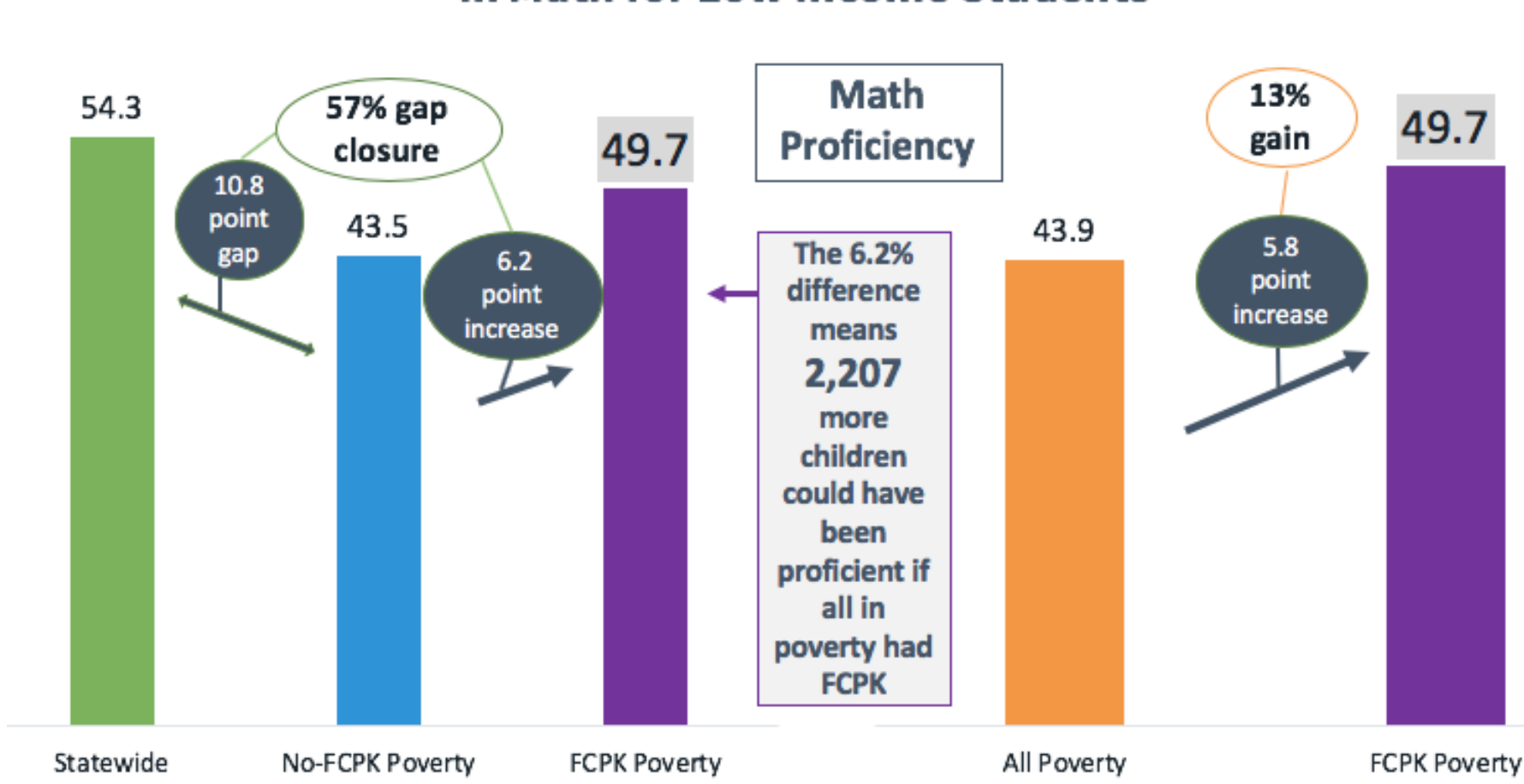
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Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students



2016-2017 ACT-Aspire

Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students



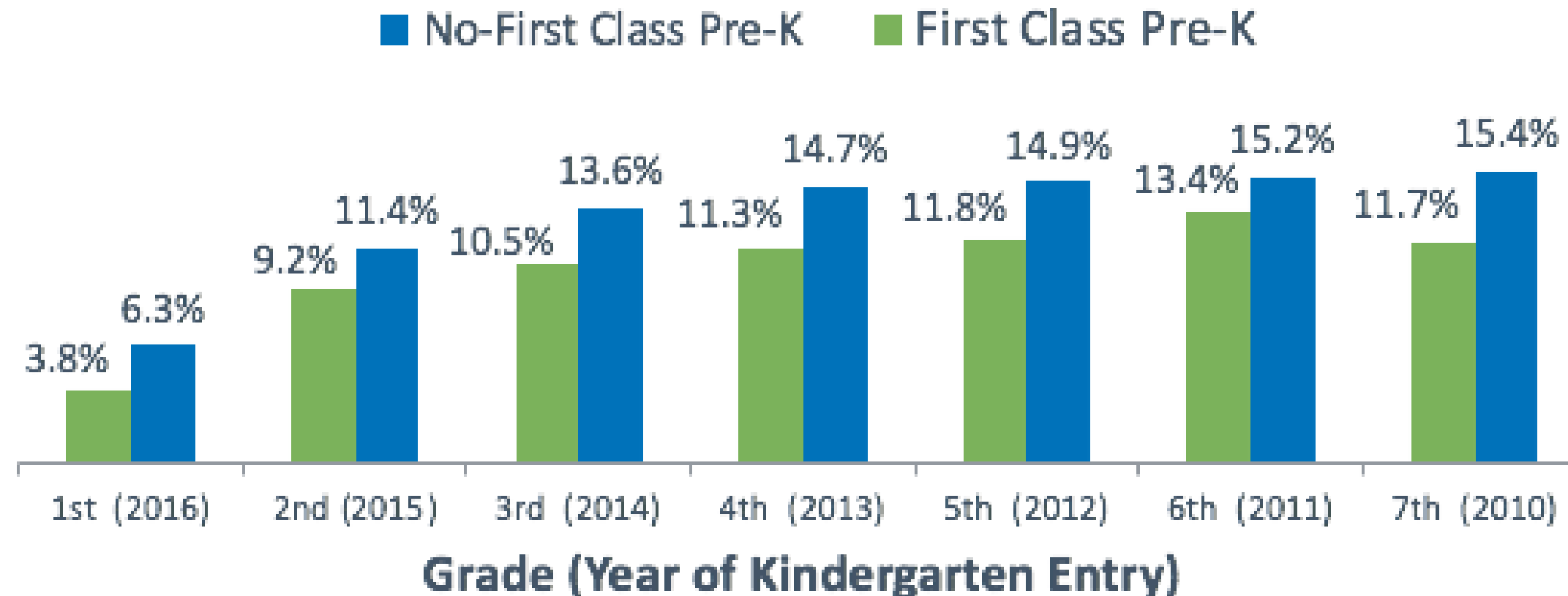
2016-2017 ACT-Aspire

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Impact: Grade Retention for All Alabama Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

Percent of All Students Retained as of Fall 2017



The differences in grade retention are even larger among more vulnerable low-income children.

Reducing retention = Fewer “extra years” → cost savings

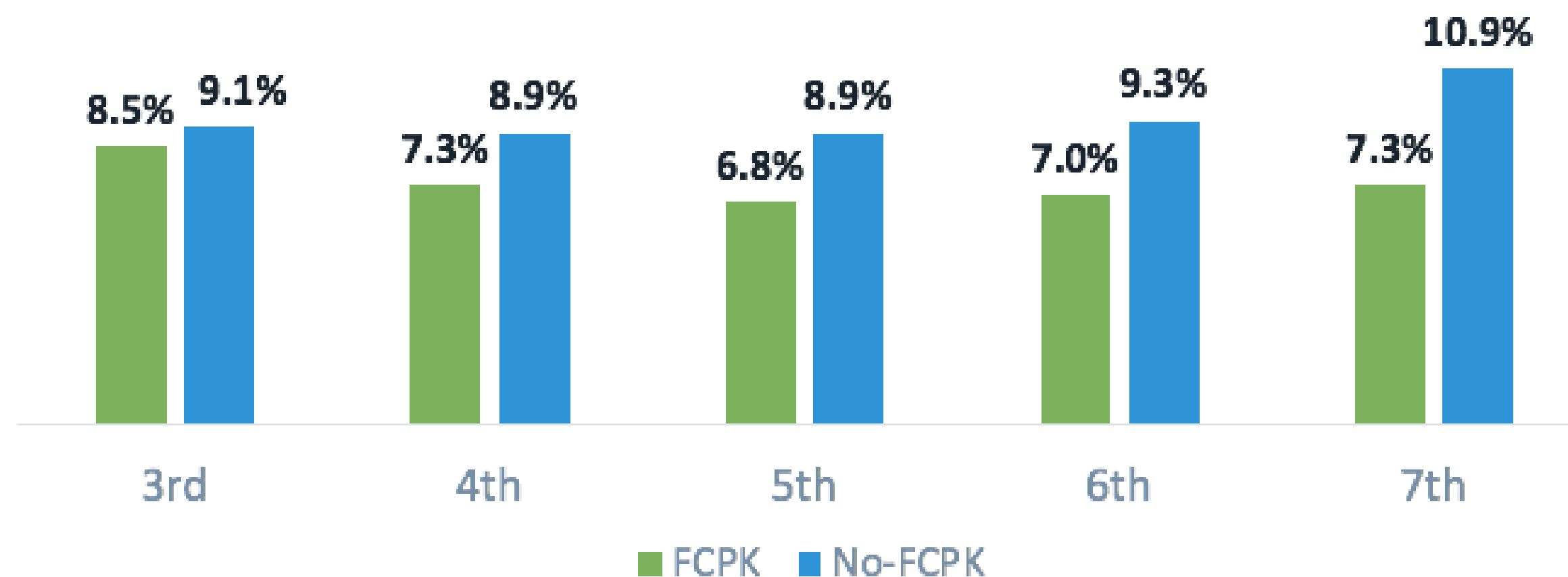
A study of 4 groups of low income children estimated potential cost savings of \$11.1M to \$17.3M per year.

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Impact: Attendance for Low Income Students

Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school. Low income children who received First Class Pre-K are less likely to be chronically absent.

Percentage of Low Income Children who were Chronically Absent by Grade, 2015-2016 school year



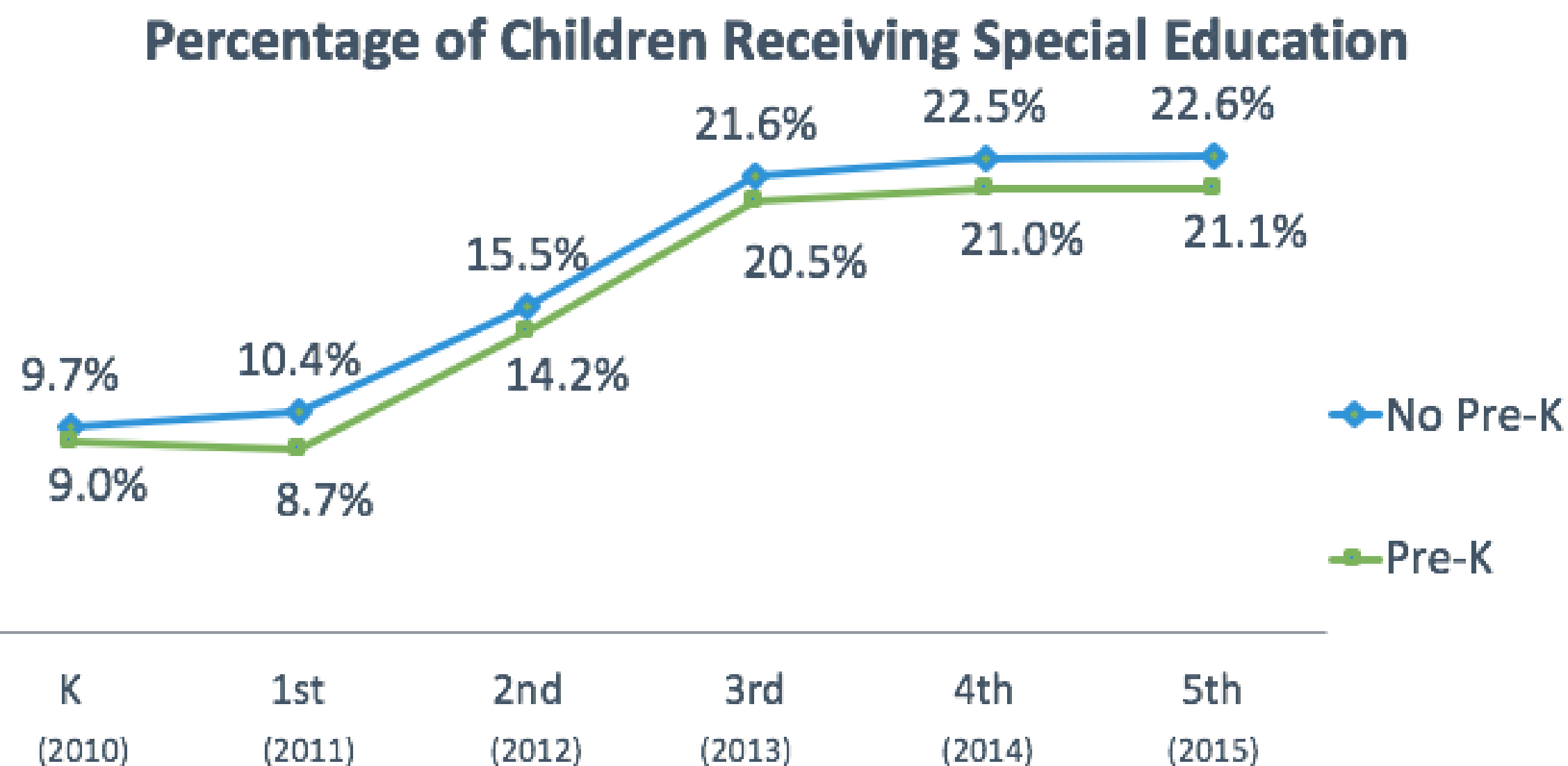
Chronically absent students missed 18 or more days per year

These differences result in an estimated \$5,403,655 in cumulative "lost cost" avoided

Alabama Department of Early Childhood Education

Impact: Special Education for All Alabama Students

In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K **needed special education services at lower percentages** compared with children who did not receive First Class Pre-K.



These differences result in a cost savings of \$4,374,400 over this group's K-12 experience

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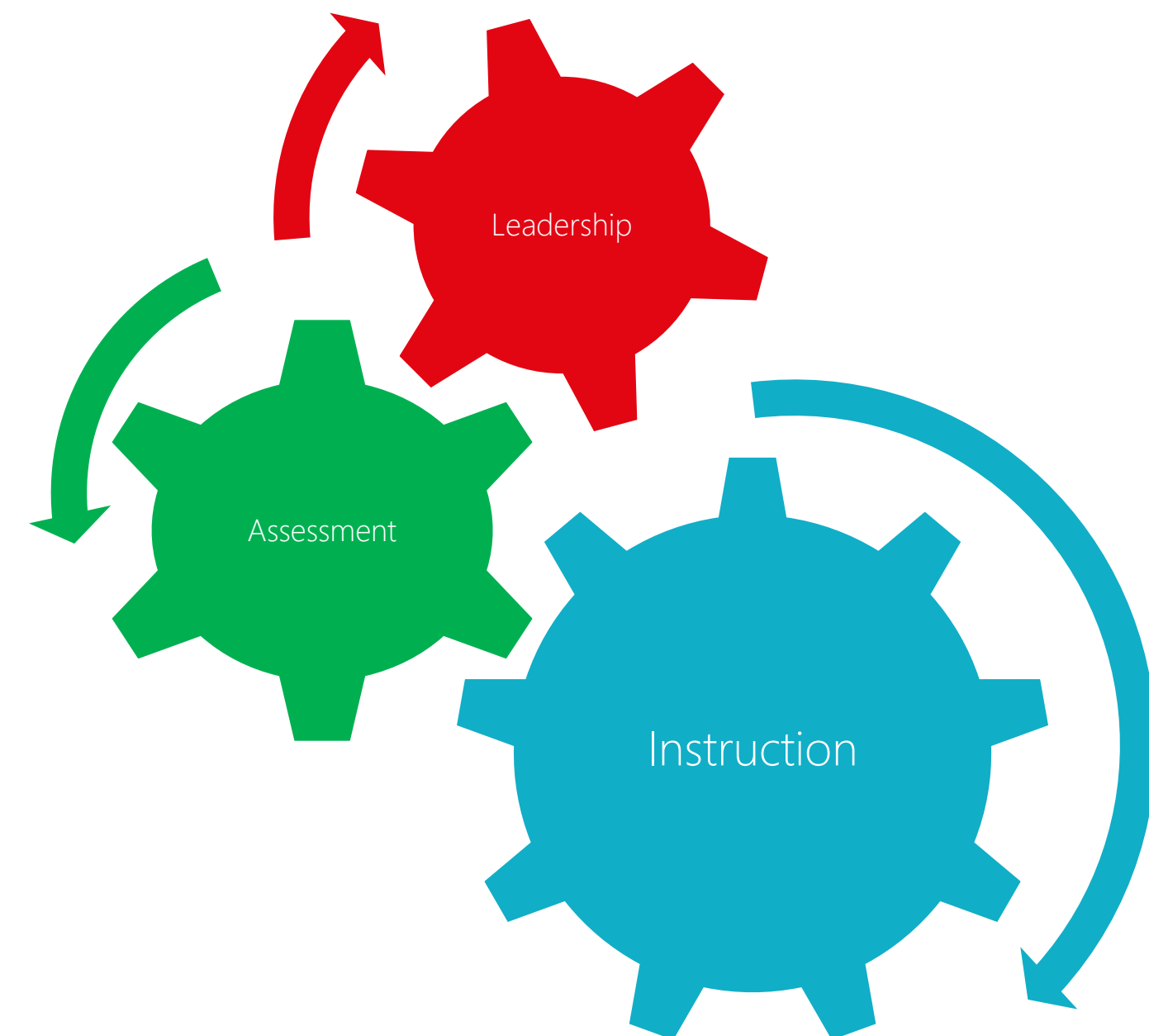
Early Learning and Family Support: First Teacher Home Visiting

As the lead agency for home visitation in the state, DECE administers voluntary evidence-based home visiting programs that focus on school readiness, family and child health, and families in need of resources in their communities.

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Alabama Department of Early Childhood Education



LEADERSHIP

- **Embrace** the Pre-K-3 early learning continuum
- **Ensure** developmentally appropriate practice
- **Participate** in a year long leadership academy and a community of practice

ASSESSMENT

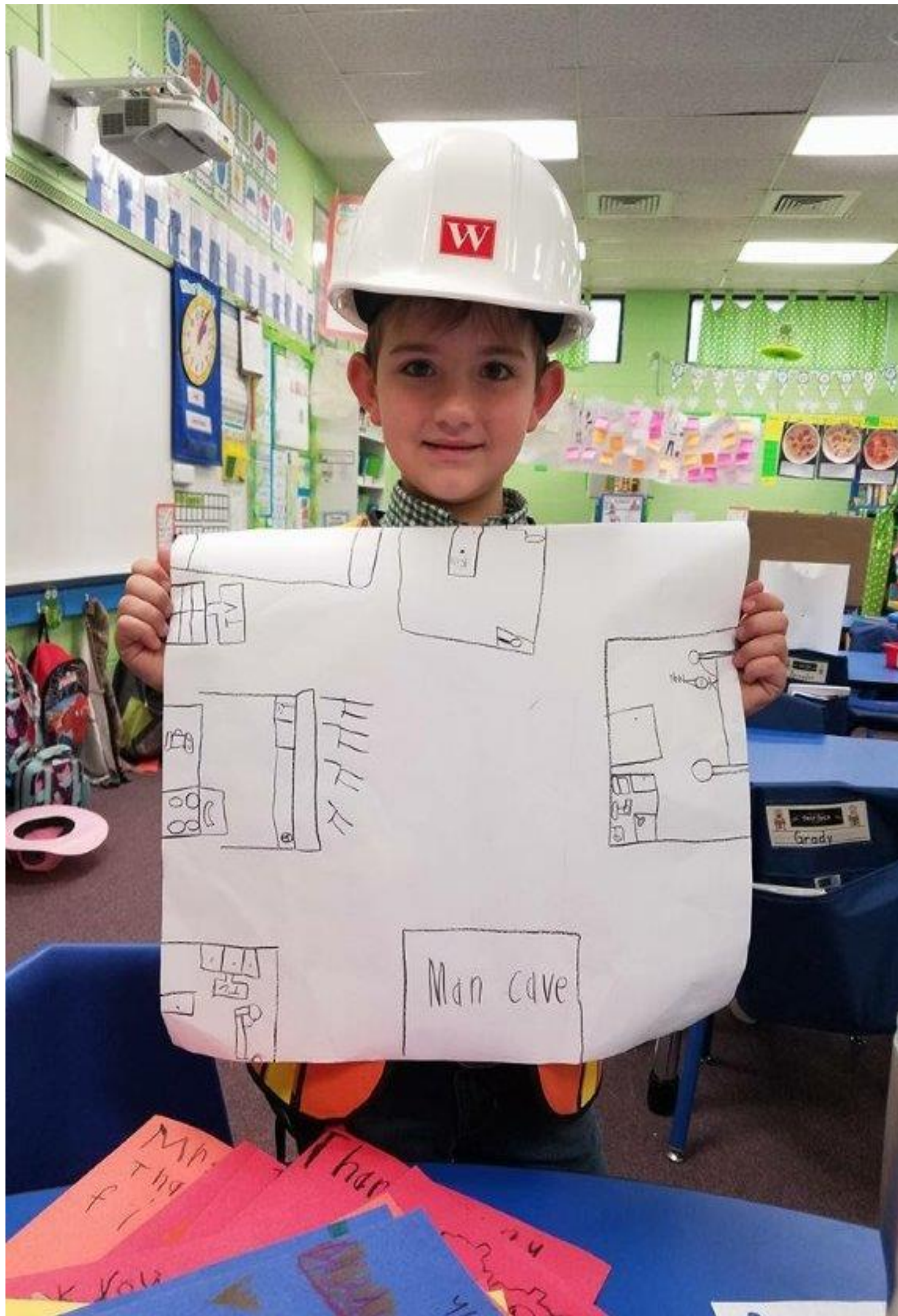
- Ongoing, observation, standard-based
- **Include all domains of development:** social emotional, language, physical, cognitive, literacy, mathematics, social studies, science and technology

INSTRUCTION

- **Align** and coordinate standards
- Use **consistent instructional approaches** across grades
- **Family engagement**
- Horizontal and vertical **team meetings**
- Active participatory learning approach, project-based learning
- **Builds on the success** of Alabama First Class Pre-K

Language Essentials for Teachers of Reading and Spelling (LETRS)

- **Recommit** to ensure that every child reads on grade level by the end of 3rd grade
- **Intensive learning experience** for Alabama P-3 teachers, coaches, administrators, and college and university professors
- **290 educators** who voluntarily chose to further their knowledge and skills by participating in the LETRS opportunity: 123 (coaches, administrators, professors), 124 K-3 teachers, and 43 Pre-K teachers.
- **132 educators on the LETRS waitlist**
- 8 educators who would like to receive additional training to become an Alabama Facilitator of LETRS in Summer 2019



“

Alabama needs a comprehensive approach of collaboration that improves education from Pre-K to the workforce. That's the goal of Strong Start, Strong Finish.

Every child deserves a strong start to their educational experience.

Developmentally-appropriate policies will strengthen and support education from Pre-K through the third grade. This impacts a child's social, emotional, and cognitive development.

”

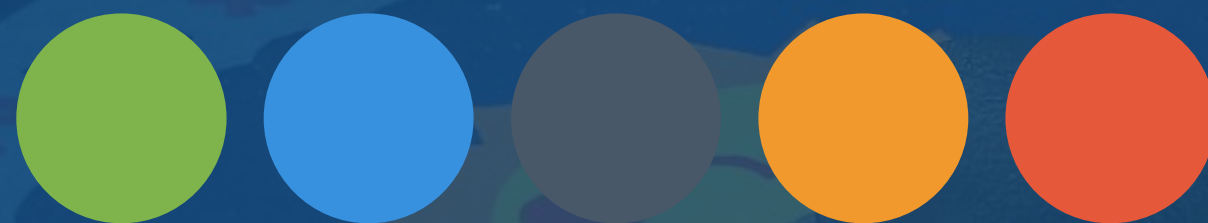
- Governor Kay Ivey

2019-2020 Classrooms and Regions



In 2019-2020, Alabama First Class Pre-K will fund +1,200 classrooms in all 67 counties

FIRST CLASS PRE-K PROGRAM GUIDELINES 2019-2020



ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

OFFICE OF SCHOOL READINESS



ALABAMA DEPARTMENT OF
Early Childhood
Education



Introduction



The Program Guidelines ensure that programs provide a safe and high quality learning environment.

The Program Guidelines also provide guidance and regulations for expenditure of state funds.

The Office of School Readiness will be serving over 1,200 pre-k classrooms in the upcoming 2019-2020 school year.

Mixed Delivery System



- ✓ Public Schools
- ✓ Colleges and Universities
- ✓ Private Childcare & Schools
- ✓ Head Start Programs
- ✓ Faith Based Programs
- ✓ Military Programs



Program Administration



High-Quality Pre-K

What are the non-negotiables?



- ✓ Ensure the utilization of child assessment data through the ongoing use of Teaching Strategies GOLD (daily documentation is required)
- ✓ Maintain safe, clean, neat and organized learning environments
- ✓ One hour of joint team planning and coordination
- ✓ Two staff in classroom at all times (except during nap time)
- ✓ Child-centered learning environments
- ✓ Avoidance of any types of worksheets at all times
- ✓ DHR licensed, or in case of public schools meet DHR safety requirements
- ✓ Fully participate with the Office of School Readiness staff for continuous improvement
- ✓ Teachers must be provided the materials and supplies needed to support pre-k classrooms. Monitors and coaches will have ongoing conversations with the program director about the quality of classroom materials and supplies.



The Department's expectations are that provided trainings, coaching, and opportunities for professional growth will contribute to a teacher's acquisition of high-quality developmentally appropriate teaching practices. If one year of funding has transpired without a teacher showing satisfactory progress towards quality instruction based on coaching observations, child assessment results, and adherence to both program/classroom guidelines, the program may be defunded unless said teacher(s) is replaced.

Online Systems



BaselineEdge (IO Education) is the online data system used by the Office of School Readiness to capture program, teacher, and child demographics as well as the classroom budget.



TS GOLD is the online formative assessment tool utilized to document each child's progress throughout the year and to guide instruction and planning (there will be 3 checkpoints during the year- October 25, February 14, May 15)



ASAP is an online student registration program provided by the Alabama Department of Early Childhood Education



Foundant is the online management system that is used to capture all information regarding the award.



DECA-P is a social-emotional assessment with a behavioral screener component completed by the teacher.



ASQ-3 is a developmental screener completed by the parent.

Where do I find the fully executed MOU?

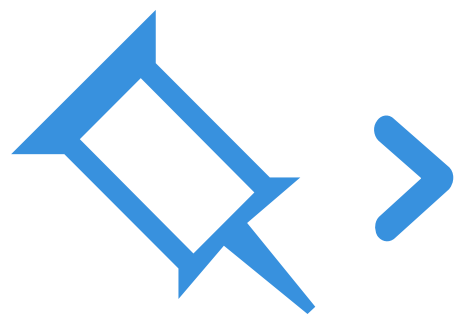


Electronically signed MOUs will be stored in Foundant. MOUs are available to print by selecting the FollowUp Packet button.



Access to Foundant:

<https://www.grantinterface.com/Common/LogOn.aspx?eqs=ApVvmgXCk2Xs9VuqJK32bKA1kbokh6pm0>



For additional information on accessing Foundant, contact Tammy Gibson:
tammy.gibson@ece.alabama.gov

The OSR Initial Budget



This is your program's work plan, once approved by your Regional Director, it is the expectation that programs will carry out pre-k activities according to your budget plan.

OSR Pre-K Budget						
	OSR Budget	Additional Funds 1	Source 1	Additional Funds 2	Source 2	Additional OSR Funds Granted
Quality Instruction						
Lead Teacher Salary						
Lead Teacher Benefits						
Auxiliary Teacher Salary						
Auxiliary Teacher Benefits						
Substitutes						
Payroll Taxes						
Background Checks						
Professional Development Registration						
Professional Development Mileage						
Professional Development Stipends Teacher Training						
Resource Teacher(s)						
Publications and Resources for						
Sub Totals						
Quality Learning Enviroment						

The sample budget shown may look differently for Head Starts because their budgets will have primary source of funding first.

Budgets



- Entered in BaselineEdge data system no later than September 30
- 18 students enrolled to receive full funding
- 25% supplemental/in-kind funds required
- Other braided funds (designation must be documented between state and federal funds)
- Reflect parent fees if collected
- Administrative total cost category not to exceed 6% of total grant award
- Budget amendments may be made January 1-31

Budget Guidelines



- ➞ Individual non-consumable items over \$300 must be pre-approved by your First Class Monitor or Regional Director prior to the purchase and inventoried on [Appendix M](#).
- ➞ Inventory lists (Appendix M) should be kept on-site.
- ➞ Itemized receipts or itemized paid invoices must be given to the Monitor or Regional Director within 90 days from the date of purchase or the purchase is ineligible to be paid from OSR funds. All OSR funds must be spent and accounted for by September 30 following each funding year. First Class Monitors will track all purchases on a monthly budget tracker.
- ➞ All budget changes that exceed 10% per line item must be approved by the First Class Monitor prior to the expenditure.







Final Budget



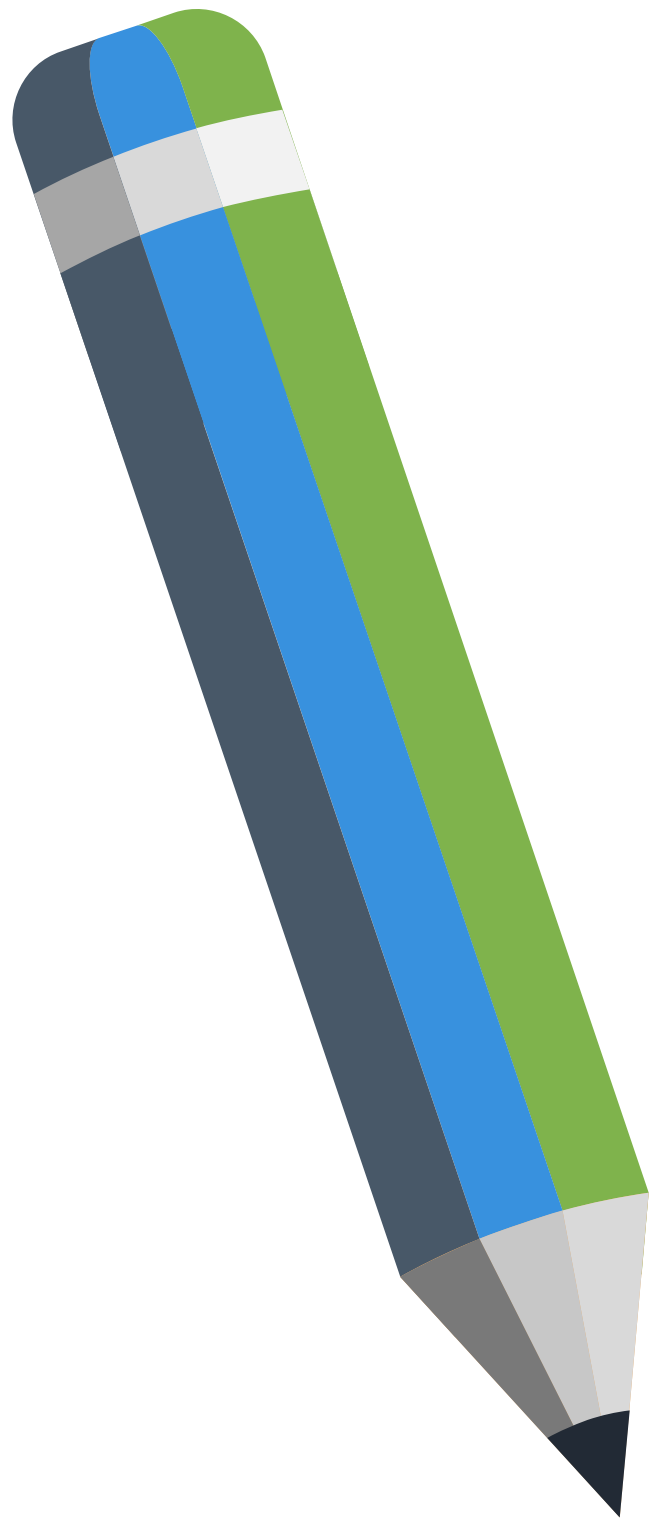
- \$ OSR wants to know the sum of the actual cost to operate your First Class Pre-K program.**
- \$ In May, the sum of all actual costs should be reflected in the 'Total' column.**
- \$ For example, if, in your initial budget you budgeted \$1,000.00 for instructional materials, but by May you had actually spent \$1,200.00. This amount should be indicated on the budget 'Total' column.**

Parent Fees



-  If your program chooses to collect parent fees (tuition), you must show on the budget how those fees are reinvested into the current OSR classroom.
-  The amount of tuition depends on the type of funding you were awarded (See Appendix B for OSR sliding fee scale and contact your Regional Director for individual support with this process).
-  No additional fees (other than meals) may be required of any child.
-  No child may be denied access/dismissed due to a family's inability to pay requested fees (tuition).
-  No supply list may be required; you may request voluntary donations, but these must be labeled as such.
-  If a child is designated as being served by Title I, migrant or homeless funds, programs should refer to the guidance of their local education agency ("LEA") concerning charging fees to these students.

Documentation Requirements



- ✓ **First Class Pre-K Programs are expected to complete, submit, and file all documents required by OSR in a timely manner, as required in Program Guidelines**
- ✓ **Copies of all documents and records for each classroom should be retained on site for 3 years following the final financial report for that year.**
- ✓ **OSR documentation is confidential and must be stored under lock and key.**

Documentation to be Mailed to OSR

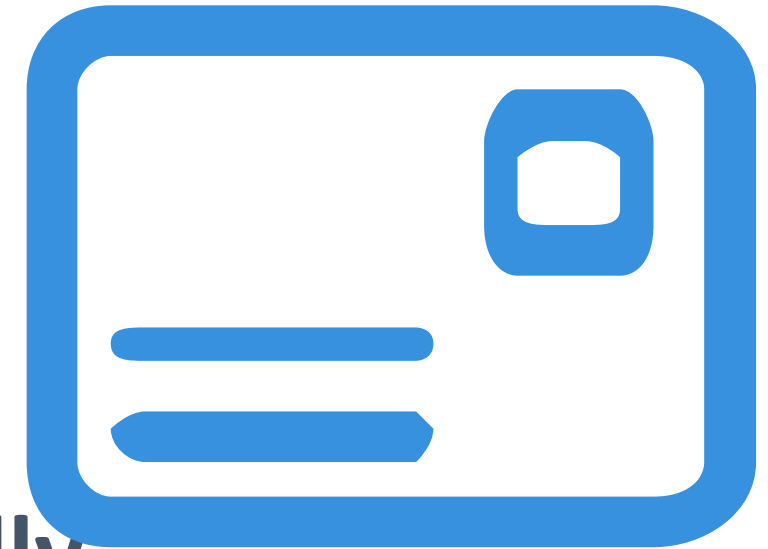


ALSDE T-Cert documentation will now be accepted pending approval by Regional Director

Official Teacher Transcripts, required for all new auxiliary teachers and any non-certified lead teachers.

- a. Electronic transcripts coming directly from the regionally accredited college or university via email must be sent to vickie.adams@ece.alabama.gov
- b. For official transcripts mailed to OSR they must be unopened and mailed directly from the regionally accredited college or university to the following address.

Alabama Department of Early Childhood Education
Office of School Readiness
Attn: Teacher Transcripts
P.O. Box 302755
Montgomery, AL 36130-755



Required Documentation

- ✓ Background Check Verification Form (Appendix C) must be filled out for each classroom and notarized. Monitors will pick up the notarized copy. Please have it ready within 10 days of the start of the school year.
- ✓ Program directors in a Public School, or other currently DHR licensed program are only required to sign the verification statement at the bottom of the form and have it notarized.

Program Delivery



Funded for 187 days; 7 days teacher PD/180 days of classroom instruction

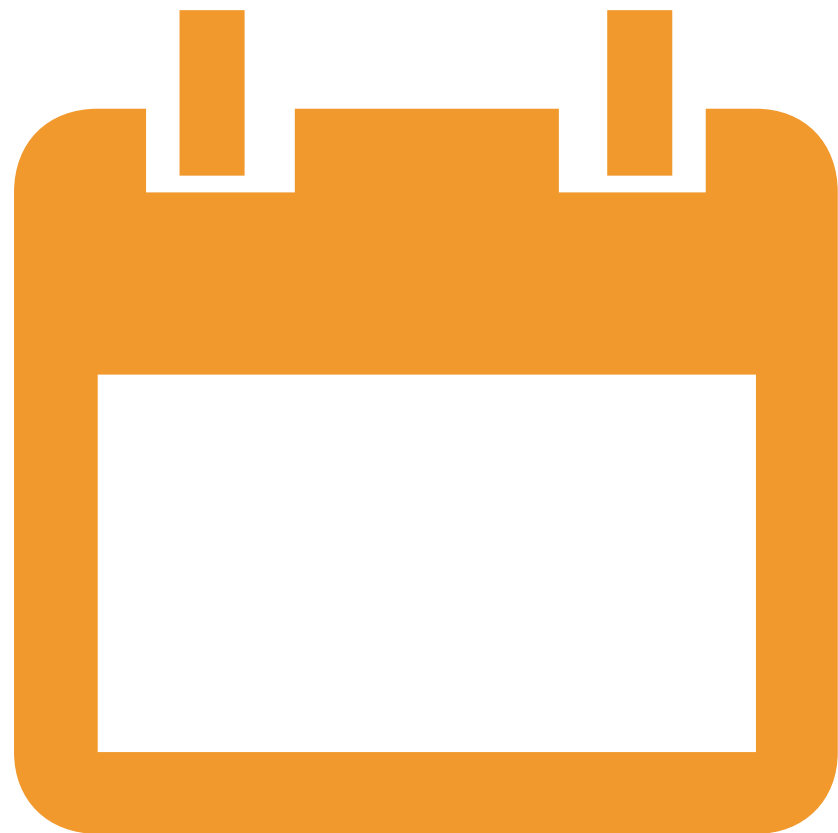


Child's program at least 6.5 hours daily/5 days per week; start time no earlier than 7:30 am (children should not be dismissed before 6.5 hours of instruction).



Teachers work at least 7.5 hours daily/5 days per week; the remaining 1 hour must be solely dedicated to the pre-K program for teacher collaboration/planning and other First Class Pre-K activities (parent conferences, etc.).

Dates of Operation



First Class Pre-K programs will begin *no later than* September 1.



Classrooms in public schools should coordinate with the local school calendar adopted by the BOE.



Head Starts and Private Childcares are encouraged to follow their local school system calendar.



Days missed for inclement weather must be made up unless a state of emergency was declared for the corresponding school system in which the classroom exists (a revised calendar with dates must be submitted to the First Class Monitor and also provided to the parents). Teachers must be paid if the Governor declares a state of emergency.

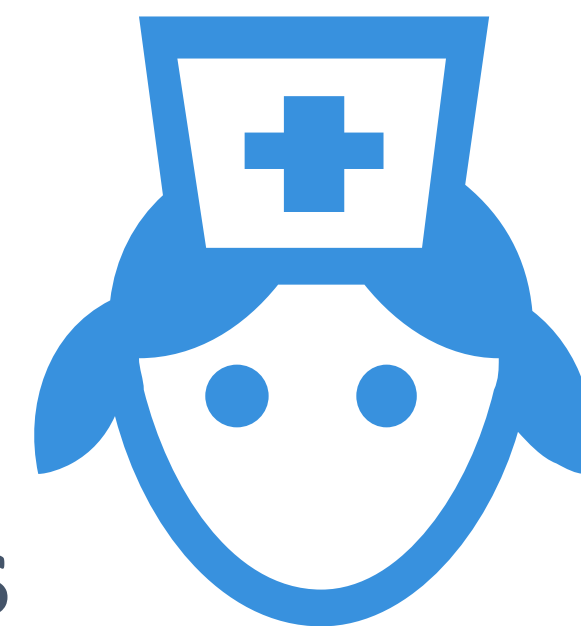
Required Health Information, Screenings, & Referrals



Proof of Immunizations or signed religious belief affidavits against immunizations should be on file in the building where the classroom is located.



Appendix D is the Parent Permission Form and is to be signed within the first 20 days of school to give permission for screenings or to opt out; Appendix E is the Health Screening Record and is to be completed by a nurse or trained professional and is due October 31. After the screenings are completed, parent should sign that they have been given the results of their child's screening by December 31 on Appendix D.



Ages and Stages Questionnaire-3 (ASQ-3) Developmental Screener



The Office of School Readiness is partnering with:



To facilitate the screenings and to connect families with
Care Coordinators.

First Class Pre-K Coaches and Monitors will guide your classroom teachers
in their responsibilities in completing the process.

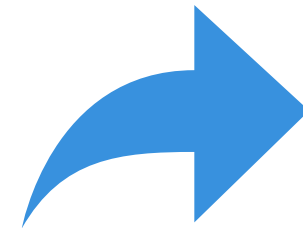
Programs may contact Liletta Jenkins of the Children's Policy Council (see
page 14) to schedule a Play With Purpose: Ages and Stages event to assist
parents in completing the ASQ-3 Developmental Screener.

For additional support, please contact Katie Prince.

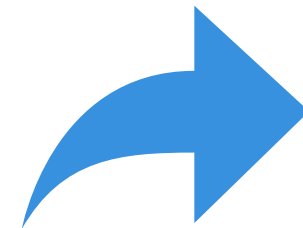
kprince@smartstartalabama.org

334-271-0304 / 866-711-4025

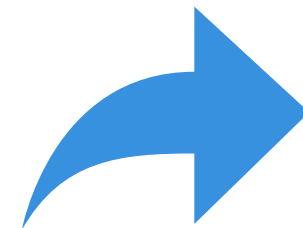
First Class Pre-K Classroom



Providers are expected to provide a learning environment that is clean, safe, and conducive to high quality learning.



OSR will conduct assessments of the environment and make recommendations for improvement as needed.



Classrooms should be set up and ready to begin by the first day of school (See Appendix P for required list of equipment, materials, and supplies).

Classroom Delivery



- ✓ **Teacher/child ratio 9:1**
- ✓ **Indoor minimum classroom space requirement 35 square feet per child**
- ✓ **Outdoor minimum space requirement 60 square feet per child**
- ✓ **Two adults present with children at ALL times (except nap)**
- ✓ **Neither lead or auxiliary teachers may be used to fulfill another role or duty during the pre-k day. Programs will be fined \$500 for each instance. Ensure that all personnel dealing with pre-k are aware of this expectation.**



Enrollment Requirements



Classes are allowed to begin the school year with 16 children.



Classrooms should have 18 children enrolled within 2 weeks of the school start date.

Children with an IEP



Children with diagnosed disabilities and significant special needs should receive services and staffing in accordance with their IEP (see section CF 1.4).



Teachers should attend all IEP meetings if possible and have a copy or access to all IEPs for children in their classrooms.

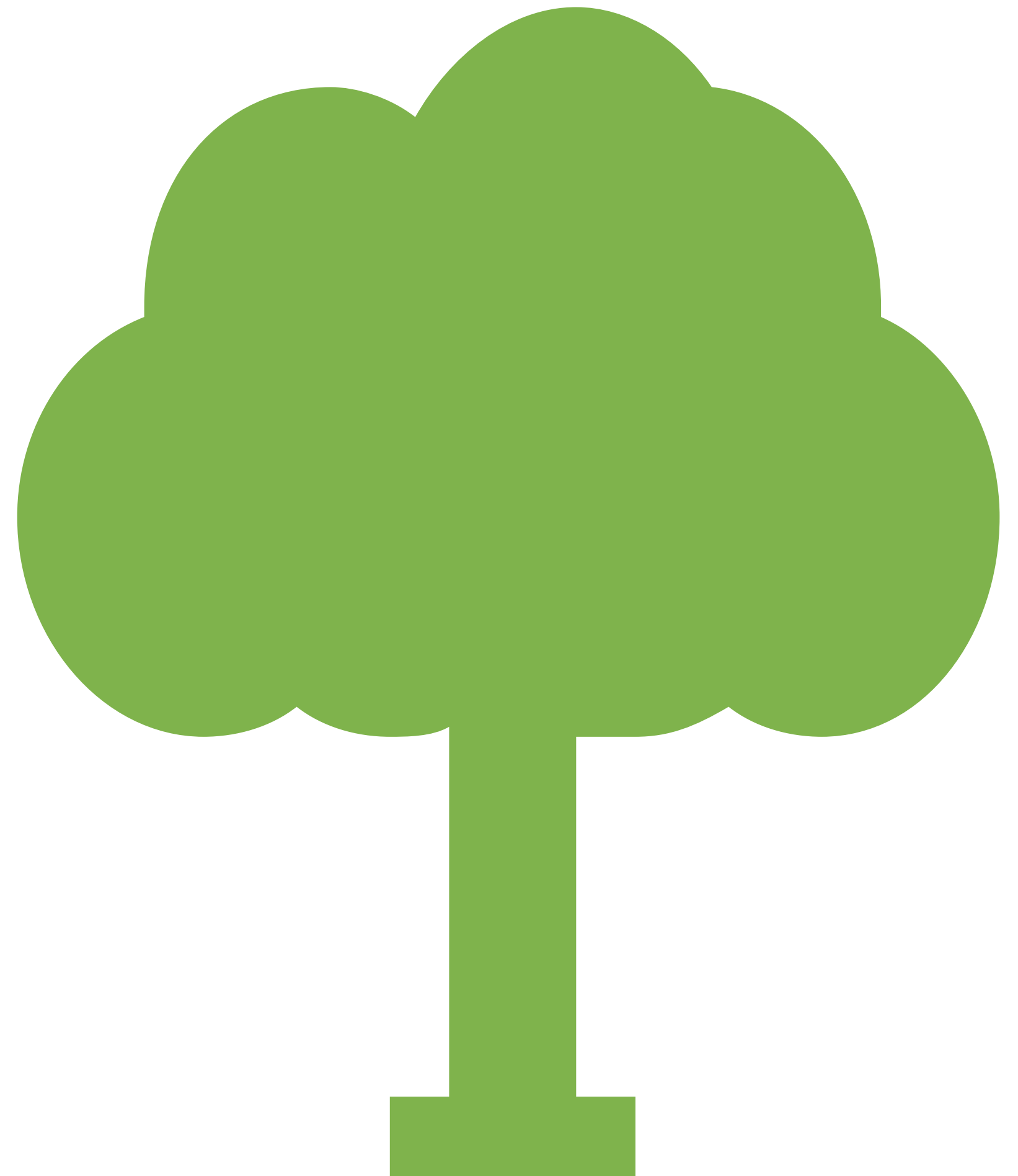


Teachers should complete a student change report reflecting IEP referral results. See Laserfiche link Appendix T in the Program Guidelines Appendices.

Outdoor Play Area



- ✓ Age appropriate equipment
- ✓ Enclosed by fence or wall at least 4 feet high
- ✓ Arranged for staff supervision of all children
- ✓ Some form of shade provided
- ✓ Well drained
- ✓ Free of hazards



Curriculum



- All First Class instruction should be guided by the *Alabama Developmental Standards for Preschool Children*.
- Teaching Strategies GOLD is the state assessment tool that guides appropriate alignment of the standards with the teacher's instruction.
- If a program chooses to purchase a curriculum as a supplement, it is important that it aligns with the standards and GOLD assessment. The curriculum should also uphold the intent of the First Class Pre-K Framework.
- Religious Curriculum must be taught outside of the 6.5 First Class Pre-K day.

ALABAMA DEVELOPMENTAL STANDARDS FOR PRESCHOOL CHILDREN



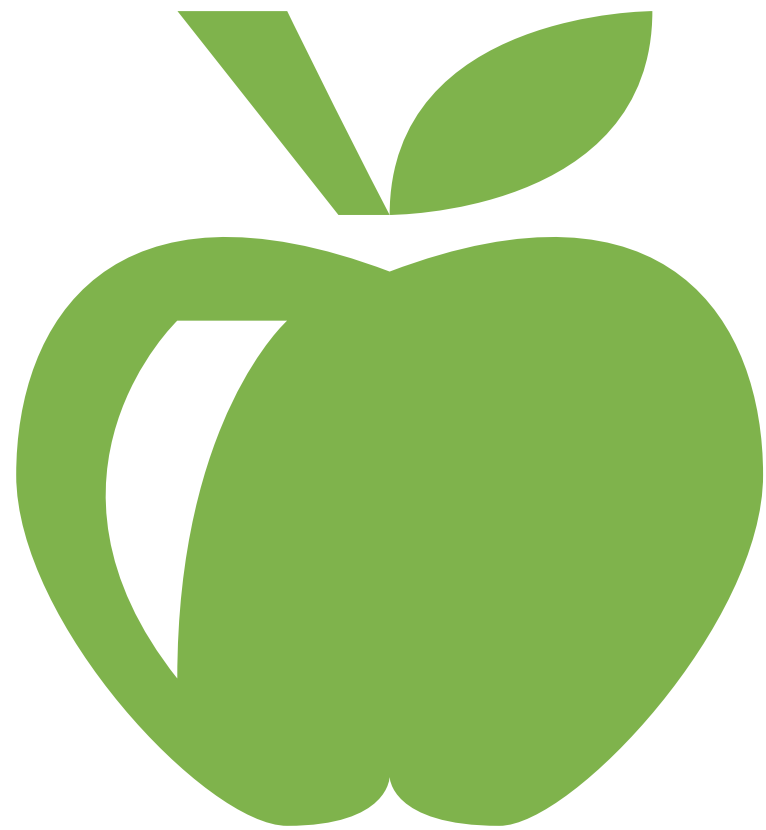
Orientation



- ✓ On-site orientation must be provided for families within 20 days prior to the start of the school year.
- ✓ The Parent/Family Engagement Sign-In (Appendix I) should be completed for every family engagement opportunity offered. The Parent/Family Engagement Log (Appendix K) should be updated each time a Parent/Family Engagement activity is held.
- ✓ Monitors will check the Parent/Family Engagement Sign-In (Appendix I) for verification.
- ✓ Teachers should schedule a meeting for any families who were unable to attend the original meeting (have them sign Appendix I).
- ✓ Suggested topics to cover during orientation are listed in Appendix J.



Other Components



- ⇒ **Meals/snacks**
- ⇒ **Rest and supervised outdoor play**
- ⇒ **Field Trips**

- ⇒ **at least one off campus in-state field trip is required**
- ⇒ **must be free for each child**
- ⇒ **should involve enrichment activities**
- ⇒ **should be in-state unless paid with funds other than OSR**
- ⇒ **programs should develop their own policies regarding field trips**



Pre-K Child and Family



Pre-K Child and Family



- ✓ Child must be 4 years old on or before September 1
- ✓ Children who are 5 and eligible for Kindergarten may not enroll
- ✓ Child must be a resident of Alabama

- ✓ Parent must prove Alabama residency (such as a current utility bill)
- ✓ School systems may restrict attendance to their school districts, but must have a written policy adopted by the local Board of Education in place



Family Engagement Expectations



First Class Pre-K programs must develop a comprehensive plan for parent/family engagement no later than October 1. This plan will be reviewed by your Monitor.



An annual calendar specifying ways families may earn hours along with the number of hours earned specified should be provided to all pre-k families.



The plan should include some take home activities.

Family Engagement Expectations (continued)



Families are responsible for completing 12 participation hours during the year.



Flyers should be sent home in advance of any Parent/Family Engagement Opportunity as a reminder (see Appendix K for documentation log).



Although every effort should be made to ensure family engagement, no child should ever be dismissed for lack of family participation.

Strengthening Families



strengthening families™
A PROTECTIVE FACTORS FRAMEWORK

Strengthening Families is a research-based, cost-effective strategy to increase family stability, enhance child development and reduce child abuse and neglect. It builds five protective factors:

Parental resilience

Social connections

Knowledge of parenting and child development

Concrete support in times of need

Social and emotional competence of children

Monitors will work with all third year teachers to implement the
Strengthening Families Program.

Parent/Teacher Conferences



- ✓ At least 2 individual conferences per year
 - ✓ 1st Conference after the October GOLD Assessment checkpoint, but before December 15
 - ✓ 2nd Conference after the final GOLD Assessment checkpoint, but before the end of the school year
- ✓ Both conferences are to be documented in each child's on-site file using the Teaching Strategies GOLD Family Conference Form

Student Attendance




- Pre-k providers are required to formulate written procedures to address issues regarding attendance and tardiness and the procedures should specify what actions will be taken by the pre-k provider if attendance issues arise. Monitors will review at the beginning of the year.
- Daily attendance records are required to be maintained on-site for review. Monitors will collect monthly attendance rosters. Rosters should reflect all tardies and absences for each child. Cumulative attendance rosters are required at the end of the 1st and 2nd semesters, and are to be provided to your First Class Monitor.
- Attendance records should also document when a child arrives late or leaves early.
- Our goal is to assist families in establishing and maintaining regular school attendance patterns; procedures should be shared with families during orientation.



Chronic Attendance Issues







- 
- A stylized graphic of a lightbulb. The bulb part is made of several overlapping, translucent orange and red geometric shapes that form a spiral-like pattern. The base of the bulb is a grey, ribbed, cylindrical shape.
- ✗ Chronic tardiness is defined as late arrival or early departure more than 2 days per week.
 - ✗ Chronic Absenteeism is defined as missing more than 4 days per month without medical or other reasonable explanation.
 - ✗ Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s) (e.g., late every Monday, out every Friday, etc.).
 - ✗ If a child has missed 10 consecutive days in a row without a medical excuse or other reasonable explanation, contact your Monitor.

*Programs should attempt to contact child's parents if child has missed several consecutive days. These attempts should be documented.

Provider's Responsibility



-  Providers are required to document efforts to assist parents/families with attendance and/or tardiness issues in order to improve attendance.
-  A meeting should occur with the parent/family to determine the reason for attendance issues and identify ways to resolve the problem(s).
-  All parties at the meeting should sign and date the documentation for the meeting and this should be kept on-site.
-  See the Program Guidelines for further information.



Student Discipline



 > No employee shall use any form of corporal punishment.

No use of time-out is allowed.



Examples of Appropriate Practice



Redirecting

Encouraging

Problem solving

Effective planning

Calming strategies

Smooth, engaging transitions

Significant Behavioral Concerns



If a teacher notices a child has significant behavioral, developmental, or health issues, individualized interventions may be necessary.



Information from the parent completed ASQ-3 Developmental Screener combined with information from the Teaching Strategies GOLD assessment and DECA-P may be used to substantiate the need for a parent conference to discuss a possible referral to the LEA for services and support.



The Alabama Pre-K Teaching Team





Lead Teacher



- ➔ Must have a Bachelor's Degree in Early Childhood Education or Child Development (at minimum)
- ➔ Funded for 187 days of service; 7.5 hours of work per day 5 days per week
- ➔ 7.5 hours must be solely dedicated to the pre-K classroom (6.5 hours of instruction and 1 hour of planning with auxiliary teacher).
- ➔ 7 days of Professional Development
- ➔ Public school systems should follow their local school system salary matrix for all lead teachers. All non-public school lead teachers should be paid according to the OSR Non-Public Lead & Auxiliary Teacher Salary Matrix found in the Appendices. *Note: This is base salary and does not include benefits!
- ➔ Official transcripts or teacher certification must be submitted to OSR within 30 days of hire date.

Auxiliary Teacher



Auxiliary Teachers must:

- ✓ Possess a high school diploma or GED
- ✓ Possess CDA or equivalent (at least 9 credit hours of college coursework in the field of ECE or CD from a regionally credited institution)
- ✓ Official transcripts (sent from institution) or copy of CDA must be submitted to OSR within 30 days of hire date.



Auxiliary Teacher (continued)



- ✓ Funded for 187 days of service; 7.5 hours of work per day 5 days per week
- ✓ 7.5 hours must be solely dedicated to the pre-k classroom (6.5 hours of instruction and 1 hour of joint planning with lead teacher)
- ✓ OSR requires all programs to pay the CDA salary for auxiliary teachers (Appendix A)—programs may choose to pay for higher credentials
- ✓ *Note: Salary does not include benefits!

General Personnel Requirements



All First Class Pre-K program personnel are employees of the pre-k provider, not OSR or the State of Alabama.



Pre-k personnel may not occupy more than one position during the 7.5 hour day (e.g. director and teacher or director and auxiliary).








All First Class Pre-K program personnel must have a satisfactory criminal background check. All non-public schools must have the Child Abuse and Neglect (CAN) background check with fingerprinting .

Documentation should be on file with employer

Substitutes and Volunteers



-  Substitutes must have criminal background checks.
-  Long term substitutes (longer than 3 weeks) **must** have the same credentials **submitted** to OSR as the teacher they are replacing; notify your Regional Director for all long term substitutes.
-  If either the lead or the auxiliary teacher is absent, a substitute must be present. In the case where both lead and auxiliary teachers are absent, 2 substitutes must be present.
-  Failure to hire a sub(s) will result in a \$500 fine per incident.
-  Volunteers **may not** be left in the classroom unsupervised by classroom personnel.



Professional Development Requirements



Lead teachers are required to attend a minimum of 15 hours of OSR sponsored trainings each year plus 15 additional hours offered by local or regional programs for a total of 30 total training hours

Auxiliary teachers are required to attend a minimum of 10 hours of OSR sponsored trainings each year plus an additional 10 hours training offered by local or regional programs for a total of 20 total training hours



STI-PD/ Chalkable



Software Technology, Incorporated Professional Development (STI-PD) is the system used to track professional development



All public school teachers/directors should go through their LEA to have an STI-PD account set up.



All OSR Trainings will be registered for/given credit through STI-PD and a copy must be provided to the Monitor on a bi-monthly basis.

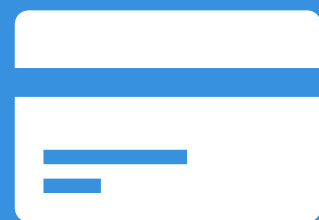


It is each teacher's responsibility to enter their trainings in STI-PD on a monthly basis. Monitors should be provided with a hard copy or emailed a copy for each of the monitoring checklists completed on the classroom.



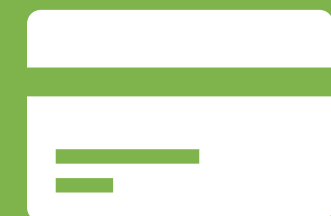
If non-OSR outside trainings have occurred, non-public school teachers should enter the trainings under "my training history" and provide your Monitor with a printed copy of any certificates so that you can receive credit for the trainings.

Training Reimbursement to Staff



OSR funds may be used to pay for substitute teachers and cost associated with staff travel (e.g. meals, lodging, mileage at the current state rate of .58) for all First Class Pre-K required training sessions.

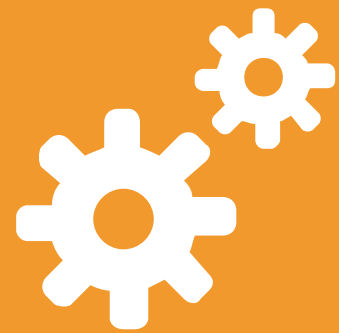
The pre-k provider shall pay staff salaries and expenses for all First Class Pre-K required trainings (up to 7 days), within 30 days of training and/or upon receipt of invoices from teachers.



Instructional Support Team



All OSR Classrooms will be assigned a First Class Regional Director, a First Class Monitor, and a First Class Coach.



OSR has a Professional Development Team that will be providing both required and optional trainings throughout the year.

First Class Pre-K Coaches



- ➔ Will support classroom teachers by providing assistance with adhering to the Classroom Guidelines
- ➔ Will connect teachers and administrators among First Class Pre-K Programs
- ➔ Will provide feedback, coaching, and observation through regular classroom visits
- ➔ Will work closely with classroom teachers to identify and track progress towards continuous improvement goals

First Class Pre-K Monitors



- ➔ Will assist pre-k program directors in adhering to the program guidelines and funding compliance
- ➔ Will enter bi-monthly Monitoring Reports in the Baseline online data system
- ➔ Will work closely with program directors
- ➔ Will monitor and evaluate program progress during planned and random on-site visits throughout the year
- ➔ Will provide guidance, support and resources to ensure program quality





First Class Pre-K Monitors Ensure Proper Expenditures



Disciplinary Action



**Disciplinary Action for Non-Compliance with
OSR Regulations could result in:**

FINES

of the pre-k classroom

SUSPENSION

of the pre-k classroom

TERMINATION

of the pre-k classroom

Memorandum of Understanding



The Memorandum of Understanding (MOU) is your agreement with OSR that you will comply with the First Class Program Guidelines/Appendices and First Class Pre-K Classroom Guidelines.

You should read these documents and become very familiar with them.



Funding Lifecycle Manager (Foundant)



Foundant is the online management system utilized by the Office of School Readiness.



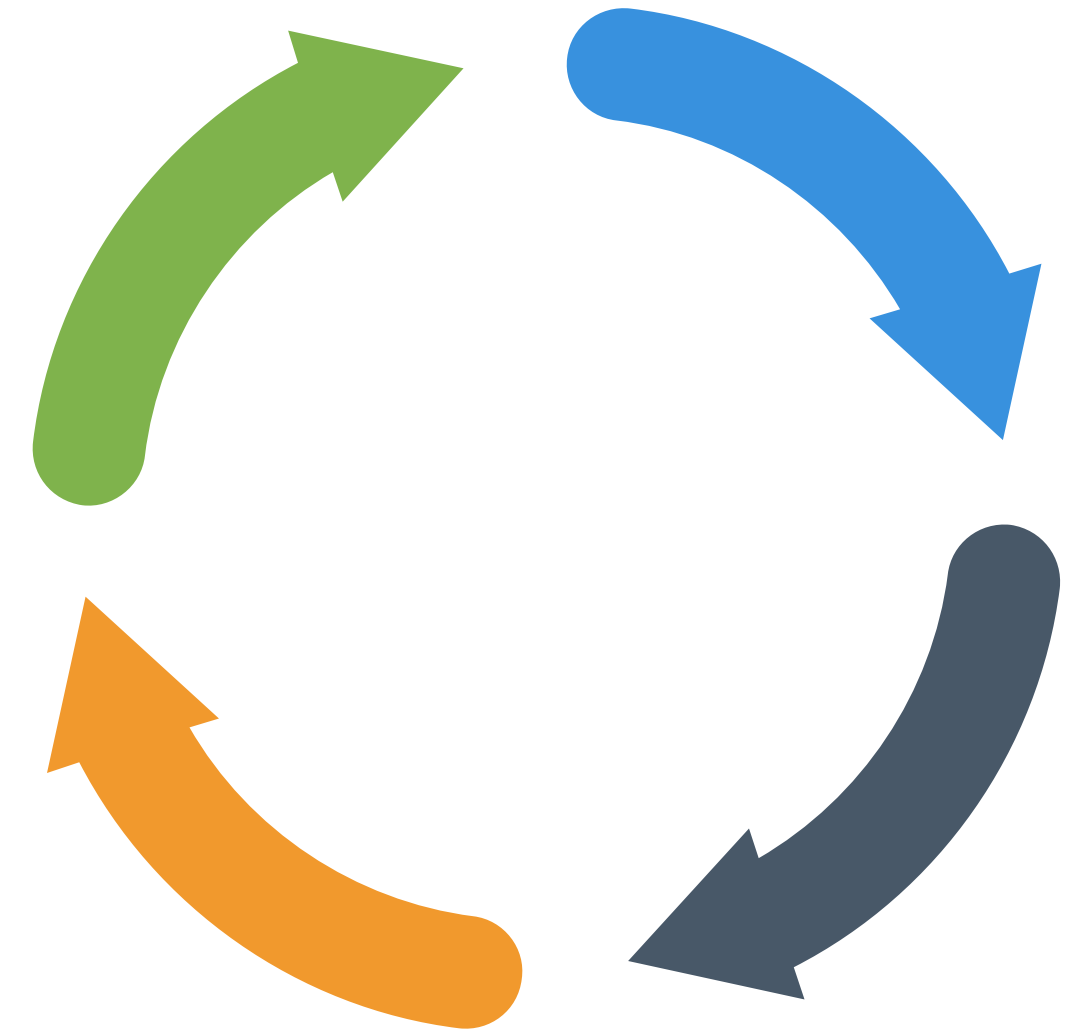
Directors will be expected to complete an Extension Funding Application yearly in Foundant.



New Classroom Funding (not Tiered or Excellence) will reapply for Excellence or Tiered Funds after 1st year of funding.



Foundant is where all new funds will be applied for as Request for Proposals (RFPs) are announced.





Your First Class Regional Director, First Class Coach, and First Class Monitor are always great sources of information and support

You can access the Office of School Readiness online at www.children.alabama.gov for valuable information

OSR is your support system to ensure that Alabama's children are getting the high quality pre-k learning experience they deserve!

Please let us know if we can be of assistance!